

## Course Specification

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## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	AH009P01US	Full-time	2 Years
<b>Course Title:</b>	MSc Occupational Therapy		
<b>Hierarchy of Awards:</b>	Master of Science Occupational Therapy Postgraduate Diploma Occupation and Therapeutic Studies Postgraduate Certificate Occupation and Therapeutic Studies University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	08/Apr/2022		
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2021/2		
<b>Course Specification valid to:</b>	2027/8		

## Academic Staff

<b>Course Leader:</b>	Monica Paul
<b>Head of Department:</b>	Mr Peter Gregory

## Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

### Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

- You will need a good degree in a related subject (normally 2:2 or above) or hold a professional qualification such as teaching, nursing, social work or an allied health profession.
- Applicants with a 2:2 in a non-related subject will be considered on an individual basis.
- We will consider applicants who have other qualifications or experience, equivalent to degree level. If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- You will need to supply evidence in the personal statement on the application form that demonstrates your suitability for the MSc Occupational Therapy programme and your reasons for wanting to study the course.
- Please note those receiving an offer of a place on the course will be subsequently required to meet a Disclosure and Barring Service (DBS) check.
- Applicants from overseas should also have a good standard of written and spoken English (IELTS 7.0). You will also need to obtain a certificate of good conduct/character and any other references from your home country, and this will be required to ensure you pass the UK police (DBS) checks that are a requirement of the course.
- If English is not your first language, evidence of your proficiency must be dated within the last 2 years, evidencing IELTS level 7.0 with no element less than 6.5.
- International entry requirements and application guidance can be found [here](#)
- Please note you will be required to attend an interview for this course.

### Other Requirements

You will be required to provide a satisfactory personal statement and reference (academic or employer).

If you meet the academic entry requirements you will be shortlisted for a values-based interview.

### Additional Information

Entry to this programme requires an enhanced Disclosure and Barring Service (DBS) Check. If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £44.00 and a £6.00 ID check service fee.

Entry to this programme requires a satisfactory occupational health assessment. You are required to complete a health questionnaire and meet occupational health requirements. If you are accepted onto the programme, all your vaccinations will need to be up to date before you attend placement and the University provides a vaccination programme to ensure that you are appropriately covered.

During the programme you will be required to attend placements, so it is essential that you are able and willing to travel to placement.

The University will make reasonable adjustments for any candidate who has a disability recognised under the Equality Act, 2010 but we ask that you contact the University in advance to enable us to make adjustments.

Recognition of Prior Learning (RPL) will be assessed in advance of your entry to the programme and will be considered in line with professional body standards and university regulations. If you have other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

If you have previously studied a professional programme at another University or College, we will require an academic reference from your previous higher education institution.

You will need to demonstrate that, on entry to the programme, you have capability for digital and technological literacy to meet course outcomes. Evidence of your digital literacy and technological literacy capability is linked to the online application process.

### Funding

Please note that an offer of a place at the University does not guarantee eligibility for student funding. To confirm that you meet the residency criteria go to [www.gov.uk/student-finance/who-qualifies](http://www.gov.uk/student-finance/who-qualifies) or telephone SFE on 0300 100 0607. Applicants who are classed as 'overseas' for fee purposes (<https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics>) will

still be considered as long as their country of domicile is the United Kingdom and do not require Tier 4 sponsorship.

#### Distinctive Features of the Course:

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- Inter-professional learning (IPL) opportunities are embedded within both years of this programme with some modules being shared with other allied health professionals. Inter-professional learning is when students from different professional areas learn with, from and about each other to improve the quality of care. IPL is vital in supporting you to develop the knowledge, skills and insights necessary for employment within increasingly integrated and complex health and social care settings.
- The service user is central to the curricula design, and service user and carer engagement with students on the programme is embedded within the module content and assessment of the modules.
- It is recognised that allied health professionals lead and manage their caseload, other professionals, students and the physical resources within the health and social care setting. Therefore, leadership, coaching and mentoring skills are encouraged and embedded within the programme, with final placement students having the opportunity to mentor students who are on their second placement.
- To further develop leadership and management skills, students will learn how to develop services, write business cases and manage projects, all of which are valuable skills to acquire when working in the NHS or in private practice.
- Focus throughout the programme is on the application of occupational therapy practice to real world contexts, ensuring you develop skills that will help you to succeed in the workplace.
- Research and contemporary evidence based practice is central to all teaching and learning activity within the course to ensure students have the most up to date knowledge upon its completion. This also ensures students have the required skills and knowledge to develop and improve services and their own and others' practice through the utilisation of contemporary and evidence based techniques.

The course also benefits from:

- A team committed to working to the Royal College of Occupational Therapists / World Federation of Occupational Therapists standards for their occupational therapy programmes;
- A focus on current public health priorities and the increasingly complex health needs of those using contemporary services;
- Service user involvement to ensure that the experiences of patients/service users and their carers/families are integrated into the programme;
- Visiting and honorary lecturers / speakers from a wide range of health care and related fields who bring contemporary and real-world examples of practice into the classroom;
- Links and knowledge from local, national and international research initiatives undertaken in the Institute of Health and the wider University research institutes.

#### Educational Aims of the Course:

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The programme prepares you to work with people who, through illness, disability, trauma or personal circumstances, have complex personal health and social challenges to overcome. You will learn to appreciate the importance of occupation to the health and well-being of individuals, families and communities and understand how occupational performance is influenced by environmental factors. There will be opportunity to think creatively, solve problems, analyse complex situations effectively to develop tailored and innovative interventions in order to facilitate therapeutic change and transformation. It is important to develop a sense of self-efficacy, enhanced personal and professional insight and the ability to empower and facilitate others to make choices, to take control and responsibility over their lives and aspirations. Aligned with the Royal College of Occupational Therapists four Pillars of Practice (RCOT, 2017), this programme will provide a combination of theory based and practical experience supported by academic and practice educators with relevant expertise who will support your development as confident, compassionate and skilled Occupational Therapist.

The MSc Occupational Therapy (pre-registration) programme aims to:

- Facilitate the development of autonomous, accountable, reflective occupational therapy practitioners committed to continuing professional development and life-long learning.
- Develop compassionate practitioners with excellent interpersonal and communication skills, able to deliver high quality person-centred care.
- Contribute to the health and wellbeing of our society through the rigorous and considered application of occupational science to individuals, groups and populations.
- Enable students to develop as enquiring practitioners with excellent skills of clinical judgement, who are able to practice in a diversity of settings.
- Provide students with high quality practice learning opportunities, working within inter-professional teams in a variety of health and social care settings.
- Enable students to critically analyse the complexity of professional, ethical and legal frameworks and their impact on Occupational Therapy decision making.
- Support students to develop a wide range of transferable skills including the ability to investigate,

undertake and apply research evidence, leadership and management skills and information technology skills.

- Analyse the wider political, cultural, economic and social context of current health and social care provision as an influence on occupational engagement
- Facilitate the development of practitioners as change agents, able to respond to a changing and dynamic practice environment, safely and effectively treating and managing patients/service users with a wide range of conditions.

Successful completion of the programme will provide eligibility to apply for registration with the Health and Care Professions Council (HCPC) as an Occupational Therapist.

You will also be eligible to join the Royal College of Occupational Therapists.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£5325.00
2020/1	H	Full Time / Sandwich	£6675.00
2021/2	H	Full Time / Sandwich	£9250.00
2022/3	H	Full Time / Sandwich	£9250.00
2023/4	H	Full Time / Sandwich	£9250.00

#### PSRB:

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AH009P01US (Full-time)

Professional Accreditation Body:  
Health and Care Professions Council (HCPC)

Accrediting Body:  
"Health and Care Professions Council, the (HCPC)"

Accreditation Statement:  
Approved by the Health and Care Professions Council (HCPC) for the purpose of providing eligibility to apply for registration with the HCPC as an occupational therapist.

Approved	Start	Expected End	Renewal
06/Apr/2022	30/Apr/2022		

#### Course Structure:

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### September (Full-time)

Module	Title	Credits	Period	Type
7AH060	Foundations of Occupational Therapy Practice	20	SEM1	Core
7AH052	Professionalism in Healthcare	20	YEAR	Core
7AH067	Human Occupations through the Lifespan	20	SEM1	Core
7AH061	Applied Occupational Therapy Practice	40	CRYRA	Core

## September (Full-time)

Module	Title	Credits	Period	Type
7AH062	Enhancing Occupational Performance	20	SEM1	Core
7AH063	Continuing Occupational Therapy Practice	20	SEM2	Core
7AH054	Professional Practice Project	40	CRYRA	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar, including Year Long modules, to enable students to complete the required hours for placements.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of some 40 credit practice and theory modules.

Section 2.3.2 - Exemption in accordance with PSRB (Royal College of Occupational Therapists) requirements to set a maximum 33% threshold for Recognition of Prior Learning (RPL) against the whole programme including practice-based learning. RPL given for practice-based learning cannot exceed the hours of practice-based learning scheduled for the first year of the pre-registration programme.

Section 3.4.2 - Exemption to extend the minimum period of registration to two years, with a maximum four year duration, in full-time mode of study.

Section 4.3.3 - Exemption in accordance with Faculty Professional Body Fitness to Practice procedures. Where the performance of a student has fallen well below the standard expected with serious or repeated mistakes that compromise public safety, the placement will be suspended and a fail grade recorded for any assessment of practice. Where there is a high likelihood that public safety may continue to be compromised, the Faculty could withhold the right to a re-sit opportunity.

Section 4.3.5 - Exemption in accordance with standards of proficiency stipulated the Health and Care Professions Council (HCPC). There will be no right to repeat practice modules.

Section 5.10.1 - Exemption from conferring an aegrotat award. Students must successfully complete all summative assessment tasks and pass all modules in order to receive their qualification although this may be conferred posthumously by exception.

Approved by AFRSC on 22/4/2021.

Section 1.2.8 – Exemption to permit the use of 40 credit project module, to allow all required knowledge and abilities are achieved within 2 years, in line with PSRB requirements.

APPROVED by AFRSC on 22/04/2021

### Reference Points:

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#### Academic Reference Points

- [UK Quality Code for Higher Education](#)
- [Qualifications and Credit Frameworks](#)
- [University Policies and Regulations](#)

#### Professional Reference Points

- The Standards of Proficiency for Occupational Therapists (HCPC, 2013)
- HCPC Standards for Education and Training (2017)
- Code of Ethics and Professional Conduct (RCOT, 2015)
- The Professional Standards for Occupational Therapy Practice (RCOT, 2017)
- The Learning and Development Standards for Pre-Registration Education (RCOT, 2019).

#### Regulatory and Professional Body Requirements

- You are required to demonstrate that you have the skills, knowledge, health and character to care for

people safely. This requires you to demonstrate high level reflective skills and a duty of candour towards patients and their families, meeting the ethical and professional conduct expectations of the profession. Failure to adhere to the expected conduct will result in a fitness to practise investigation.

- During enrolment at the start of each year of the course you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.
- The MSc Occupational Therapy (pre-registration) programme is structured so that you spend 1000 hours in practice in order to meet the World Federation of Occupational Therapists registration requirements. You will undertake a placement in a variety of placement settings, including mental health, physical health and community as stipulated by RCOT. You will have supernumerary status in practice which means that you will be additional to the workforce requirement and staffing figures. During the course you will make an evolving contribution to the work of the placement area to enable you to learn how to care for clients/patients and meet the professional competence requirements of their programme. Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. Any delay in completing the required hours can delay your completion of the course and influence the timing of your registration.
- Completed hours of a failed practice-based learning placement do not count toward the overall minimum requirement of 1000 practice-based learning hours.
- You must complete the programme within 4 years of its start (the duration of the programme + 2 years).
- Successful completion of the two-year MSc Occupational Therapy (pre-registration) programme will provide eligibility for you to apply to register as an Occupational Therapist with the Health and Care Professions Council (HCPC) and to become a member of the Royal College of Occupational Therapists (RCOT) and the World Federation of Occupational Therapists (WFOT).

#### Wider Reference Points

- Equality Act (2010)
- NICE (2019) Workplace Health: long term sickness absence and capability to work (NG146)
- NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>
- NHS Interim People Plan (2019) [https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan\\_June2019.pdf](https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan_June2019.pdf)
- Public Health England Strategic Plan 2020 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/830105/PHE\\_Strat25\\_Executive\\_Summary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strat25_Executive_Summary.pdf)
- Public Health England screening <https://www.gov.uk/government/groups/uk-national-screening-committee-uk-nsc>
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)
- <https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>
- Royal College of Occupational Therapists: Best Practice Guidelines
- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019) [file://prs-store2.unv.wlv.ac.uk/home2\\$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf](file://prs-store2.unv.wlv.ac.uk/home2$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf)
- Working Together to Safeguard Children (2018)
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

#### Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to critically evaluate and interpret these within the context of that area of study.	
PGCERT02 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	
PGCERT03 Critically evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.	
PGCERT04 Communicate the results of your study/work	

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**PGCERT05** Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development.

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**PGCERT06** Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

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**PGDIP01** Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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**PGDIP02** Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including the application of those principles in an employment context.

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**PGDIP03** Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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**PGDIP04** Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

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**PGDIP05** Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

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**PGDIP06** Demonstrate the qualities and transferable skills necessary for employment through self-direction and originality in tackling and solving problems, and acting autonomously in planning and implementing tasks at a professional level to enable them to assume responsibility within organisations.

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**MA01** Demonstrate a systematic understanding of the key aspects of occupational therapy, including acquisition of coherent and detailed knowledge which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

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**MA02** Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within occupational therapy practice and apply the methods and techniques learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

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**MA03** Demonstrate a comprehensive and diverse range of applied technical skills to effectively carry out occupational therapy assessment, intervention and evaluations in a range of environments.

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**MA04** Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, referenced research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

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**MA05** Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.

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**MA06** Demonstrate readiness for occupational therapy employability through the accumulation of relevant applied experience and knowledge of continual professional development strategies to support lifelong learning and refinement of professional practice.



## Teaching, Learning and Assessment:

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The teaching, learning and assessment course design aims to promote an inclusive curriculum of study. An inclusive curriculum refers to “the process of developing, designing, and delivering programmes of study to minimise the barriers that students, regardless of educational, dispositional, circumstantial, or cultural background, may face in accessing and engaging with the curriculum” (adapted from Gravestock 2009, Thomas and May 2010, NUS 2011). An inclusive curriculum embraces equity where protected characteristics, personal circumstances and historical disadvantages are recognised within its design and delivery.

Based on Bigg’s constructive alignment principles, whereby the assessment is designed to assess the module learning outcomes and teaching and learning activities are aligned for their achievement, the teaching, learning and assessment strategy of this course utilises Bruner’s concept of a spiral curriculum. Thus topics will be revisited throughout the course with an increasing complexity applied to them, new learning will be assimilated with previous learning, enabling reinforcement of the information throughout the course. This also concurs with the cognitive domain of Bloom’s taxonomy in which there is progression from ‘knowledge and understanding’ to ‘application and analysis’ as you progress through your studies.

In line with the University of Wolverhampton’s Research Strategy, research will be embedded within all teaching, learning and assessment activity of the course to ‘Improve Lives Through Research Excellence’. Research-inspired learning will be achieved through the use of evidence-based and contemporary research to promote optimal patient/service user outcomes, as well as consideration of societal challenges and the importance of research in the facilitation of service improvement. You will undertake a final year independent project utilising research principles which will consider a topic of your choice in some depth.

### Learning and Teaching

Health and social care in the UK is undergoing rapid change. New models of care are being introduced and there is a need for staff with a variety of skills who can take on a wide range of roles and who are comfortable in developing different ways of working (NHS Interim People Plan 2019). It is essential therefore that when you enter the workplace as an occupational therapist you have developed a wide range of transferable skills, can work within and across different care settings and can recognise and pursue your own professional development needs. With that in mind, our approach to learning and teaching within the MSc Occupational Therapy (pre-registration) programme supports you to explore and assess your own strengths and weaknesses, encourages you to manage your own learning, develops you as a confident and compassionate practitioner and promotes critical reflection as a lifelong skill.

During the course, importance is placed on your ability to contextualise and apply your developing knowledge to your broader practice experiences and to bring insights from practice into the taught sessions. Therefore, the core principles of occupation and occupation-centred practice are integrated into all aspects of teaching and learning within the programme and all learning and teaching methods are based on contemporary evidence within current research. Teaching and learning activities will incorporate established and developing theories and techniques of occupational therapy practice, utilising contemporary evidence-based and research in all teaching and learning activities. Specialist lecturers will be employed to contextualise the application of their own, and others, research to the course. The range of teaching and learning strategies used provide you with opportunities to develop your professional knowledge, skills and behaviours through lectures, theme days, seminar discussions, reflection and scenario-based learning, thus preparing you for autonomous practice and understanding of your scope of practice.

Opportunities for inter-professional learning (IPL) and collaboration are embedded across the curriculum to enable you to understand the contribution of other professionals to patient/service-user care and promote the development of team-working skills to improve quality of care. IPL is vital in supporting you to develop the knowledge, skills and insights necessary for employment within increasingly integrated and complex health and social care setting and is embedded in both years of the programme. Within the university setting you will have the opportunity to work with other health and social care students, such as physiotherapy, social work, paramedic and nursing students in planned and directed activities to develop your ability to work collaboratively with others. This will be achieved through shared modules, specialist lectures, and simulation activities. Further opportunity for inter-professional learning will occur during your practice-based learning placements and will incorporate collaboration with, and learning from, a wider range of professional and non-professional individuals involved in service user care.

During the programme you will have access to our advanced simulation facilities where you will be able to experience clinical scenarios and develop your skills in a safe environment. This includes simulated in-hospital, home and community environments and our human-patient simulators will allow you to hone your skills, supported by experienced practitioners to guide you. A range of technology is embedded into our skills and simulation environments, including a virtual dissection table, which allows 3D images of human anatomy and diseases to come alive to support your learning. We also use an integrated learning and teaching audio visual recording system called “Panopto” which links to the University’s virtual learning environment (Canvas) and allows you to record, upload and review footage of your practice in the simulated environment.

Flexible learning is promoted through regular, self-managed activities where independent study and the use of Canvas support and consolidate taught theory to broaden your knowledge and understanding of the subject. In



the first year you will be introduced to the skills you will draw upon throughout the programme such as information technology, library search skills, self-assessment and reflection strategies that build the foundations of lifelong learning. Alongside this you will begin to develop enquiry and research skills and explore the meaning of professional practice, critical thinking, decision making and leadership, concepts developed throughout your programme.

You will be required to attend a minimum of 80% of the taught University sessions and actively engage with the teaching and learning activities of the programme throughout your study.

Our curriculum has been designed to align with the University of Wolverhampton Framework for Curriculum Design and the [Teaching Excellence Strategy](#) in enabling you to achieve your full learning potential through being empowered and inspired. The course is designed to be inclusive and flexible, to meet the needs of a diverse student community. You will develop and enhance ongoing skills in relation to employability, digital literacy, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Learning activities on this course will include:

- Lectures
- Seminar discussion
- Practical sessions
- Service user and carer engagement
- Workshops
  
- Work-based learning
- Tutorial support
  
- Independent reading of core and supplementary material from books, journals and electronic sources
- Independent practical study
- Canvas (VLE) structured on-line tasks and independent study
- Peer coaching
  
- Problem solving, reflection and decision making
- Assessment preparation workshops
- Simulation
- Inter-professional learning activities
- Practice-based learning.

#### Assessment

The assessment strategy is underpinned by Bigg's constructive alignment principles whereby the assessment is designed, and aligned, to assess the module learning outcomes and is guided by the University of Wolverhampton's Assessment Handbook: Code of Practice on the Quality Assurance and Academic Regulation of Assessment, with assessments meeting the required indicative assessment tariff. You will be encouraged to use feedback from previous assessment submissions to improve the quality of your next submission and you will be offered formative assessment within each module to promote the achievement of higher grades.

The assessments have been designed to reflect the 'spiralled' nature of your learning experiences, building on the complexity of the topics studied. Assessments will focus on the integration of subject knowledge within theory and practice, with an increasing focus on the application to practice in your assessment as you progress through the course.

You will be expected to evidence your increasing knowledge of professional practice as an occupational therapist and what it means to be a professional through the use of evidence-based and contemporary occupational therapy theories and techniques within all of your assessments.

There are a range of assessments undertaken within this course and you will be offered a choice of assessment topic (i.e. a choice of case study) or a choice of assessment method (i.e. presentation or essay) for some modules. The range of assessments have been chosen to ensure you have the skills required as an Occupational Therapist i.e. as an occupational therapist you will need to present information to the multi-disciplinary team (presentations) and be able to write reports and notes succinctly and accurately (case studies; essays).

Practice education does not have any weighting aligned to it, it is pass or fail, and where practice education is included within a module there may be three different assessments that have to be undertaken within the module, one of which will be assessment of your practice-based learning placement. Where this applies, the one or two theory elements of the module will make up your module grade.

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror a range of practice / real-world contexts. This helps you to develop confidence and prepares you for the challenges of independent practice. The course includes a range of different assessment tasks, such as case studies, examinations, reflections, presentations, skills assessments and an in-depth project which all contribute to your formation as a critical thinker and as a life-long learner. Assessments build on each other and grow in complexity, enabling you to see the connections across modules. The assessment strategy and methods assure graduates meet the ethical and professional conduct expectations of

the profession.

All students will enter the course from different backgrounds, with different life experiences, with different abilities and varying levels of knowledge. The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy encourages you to take responsibility for your own learning by offering choice of assessment in some modules. For example, in some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting an essay or undertaking a presentation).

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- demonstrate you have met the professional standards for practice as an occupational therapist;
- demonstrate you have met the ethical and professional conduct expectations of an occupational therapist;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

You will encounter two types of assessment throughout the course:

- the marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task

Summative: assessment activities where the mark you receive will contribute towards the final mark for your modules.

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your learning experience. Feedback and feed forward comments on a formative piece of work, for example, enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. In each module you will have opportunities to submit formative assessment and to receive feedback and feed forward advice.

To qualify for the award of a Master's Degree, and be eligible for registration with the HCPC students must complete all course requirements and pass all modules, including each element of each module.

### Practice-Based Learning

Practice-based learning is central to your educational studies and allows the opportunity to apply the theory you have learnt in university to your practice as an occupational therapist. Although integrated as an educational method, practice-based learning has specific standards and criteria which apply. It facilitates the formation of your professional identity as an occupational therapist and develops your knowledge, skills and behaviour to meet the professional standards for practice and professional conduct expectations of the profession. Practice-based learning is integrated in each year of your study.

As part of your learning you will successfully complete a minimum of 1000 hours in practice with a named Practice Educator who will facilitate, supervise and assess your performance in the workplace. The length of each placement will vary from 3 - 8 weeks depending on the stage of your study.

Academic educators work closely with a variety of organisations, such as NHS Trusts, local authorities, private and charitable organisations, to ensure you are exposed to a range of diverse placement settings. The range might include acute and long-term services for physical and psycho-social health (including people with a learning disability) as well as rehabilitation and specialist services such as hand therapy. These will be in both residential and community settings where Occupational Therapists are traditionally found working as part of the multi-disciplinary team, but they may also be in a role emerging setting where there are no Occupational Therapists in post.

All placement settings are subject to regular educational audit and review to ensure they maintain and develop an optimum learning environment for students to achieve their standards of competency. Throughout your placement you will be supported by a practice placement educator, you will have access to academic educators, and your assessment of proficiency will be signed off by an appropriately accredited practice educator.

Prior to, during and after placement you are expected to link theory to practice and practice to theory. You are also encouraged to link Occupational Therapy practice to the local, national and global environment through the lens of the well-established occupational science framework.

You will have opportunity to select, produce and record personal evidence in a portfolio which follows the four pillars of practice within RCOTs Career Development Framework enabling you to reach the practice standards for professional registration and Continuing Professional Development (RCOT, 2017 HCPC 2016). Guidance on how to maximise personal experiences and manage study time in a university setting is essential and support to develop a personal and professional portfolio of evidence will be provided to enhance this

learning process. The portfolio links theory to practice through each level of the programme, the overall purpose being for you to learn how to independently judge your performance in challenging situations and to develop the transferable life-long learning skills required in everyday health and social care practice.

Specific information about your practice-based learning is available in your placement handbook.

#### About Your Practice-Based Learning Placements

Your placement experiences will equip you with the underpinning transferable skills necessary to work in many fields of occupational therapy including traditional, private and charitable settings. The course includes placements in several different organisations, each of which may have differing models of practice educator support. In some practice areas, for example, you may be supported by a few team members who contribute to the service user / patient's treatment plan, whilst in other placements you may just have one practice educator to support your learning. You may also be offered a placement in an organisation which does not employ an occupational therapist, and therefore you may be supported by a member of the academic team. Whichever model of practice education you experience, be assured that you will be well supported to achieve the standards of proficiencies (competencies) expected at each stage of your study.

Your practice placement educator has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning and will assess the achievements of your standards of proficiency at the end of each placement. The practice educator will facilitate learning opportunities, including any reasonable adjustments you may need, for you to get the maximum benefit from your placement. They will observe you, conduct and record your assessments informed by your reflections, and feedback from others to confirm achievement. You will receive regular feedback from the practice placement educator to ensure you progress to achieve the standards of proficiency necessary to become an occupational therapist. These standards of proficiency will be formally confirmed within the placement documentation by the practice educator at the end of each placement.

As you progress through your course you will be expected to take on more responsibility within your practice placements. This will enable you to develop confidence and skills in your work as a member of the occupational therapy / multidisciplinary team.

Throughout your practice placement learning you will always be expected to conduct yourself in a professional manner. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

Further information related to your practice learning experience can be found in the practice handbook.

#### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

#### Student Support:

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##### University Library

Our [Libraries](#) combine traditional library services with [IT](#) facilities to focus on the ways students choose to study. There is a Library on each campus, with 24/7 access provided during peak times of the year. Each Library provides subject-specific book and journal resources, as well as diverse study environments including IT suites and group/single study rooms. In addition to our physical stock, the University Library provide access to over 8,000 full text electronic journals, 100 online databases and e-book versions of all reading list titles where available. Our [online services](#) are available both on and off campus. Our Library staff provide day to day support to students, and our [ASSIST](#) online chat service operates on a 24/7 basis. Our [Skills for Learning](#) service helps students to develop the skills required for successful academic study, including; Academic, Information and Research Skills. Students can access workshops and drop-in sessions facilitated by experienced learning support staff, as well as appointment slots including via Skype. Workshops can also be run as part of modules, at the request of tutors. Further support is provided by online skills resources including guides, tip sheets, and interactive materials and each Library has a designated collection of study skills books.

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student

union advice, etc.). Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

If you have any questions, need help or advice then ASK@WLV is also there for you: [www.wlv.ac.uk/current-students/askwlv/](http://www.wlv.ac.uk/current-students/askwlv/)

The University also has a host of other services to support you, please take a look at the Student Support web pages; [www.wlv.ac.uk/current-students/student-support/](http://www.wlv.ac.uk/current-students/student-support/)

You can contact the SSW team to;

- discuss a disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a deaf or hearing impaired student
- access advice and support if you are an apprentice
- access advice and support if you are a LGBT student
- find out about events and activities across our campuses.

Student Advisors

<https://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/fehw-student-services/>

There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims
- Support students with attainment and retention

Advisors and interns can be contacted via email ([FEHWstudentservices@wlv.ac.uk](mailto:FEHWstudentservices@wlv.ac.uk)).

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting [e:Vision](#).

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details.

Course leader

The course leader is an HCPC registered Occupational Therapist and has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as

possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>

## Employability in the Curriculum:

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Occupational therapists take a “whole-person approach” to both mental and physical health and wellbeing and enable individuals to achieve their full potential (RCOT, 2020). They work in a variety of settings including mental health, acute care and community services within public, independent, private and third sector settings. The practice placements will offer insight into a variety of these employment areas and will enable you to develop the necessary competencies to practice safely and confidently as a registered occupational therapist in your chosen employment area.

The programme will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. You will develop effective communication, leadership and decision-making skills to ensure you are an effective and safe practitioner with a good awareness of the wider influences on your practice. You will also gain core skills in research, audit and service improvement to ensure you are responsive to change and utilise evidenced based practice. These are all qualities that are essential for providing expert, evidence-based care and will make you highly employable. Immediate career prospects are excellent for newly qualified occupational therapists.

The programme, through its use of innovative, creative and reflective learning, will equip you with the knowledge, skills and values necessary to practise within a range of health and social care environments, public organisations (such as schools and prisons) and private organisations (such as charities, social enterprises and businesses). Within the programme you will have the opportunity to explore emerging employment opportunities for occupational therapists as well as becoming confident in developing existing services to meet the needs of individuals and communities. You will also be able to work in certain countries overseas, as occupational therapy education in the UK is well respected around the world.

During the final year of your study you will be helped to prepare for employment opportunities through the writing of application forms and developing your interview techniques, as well as exploring the use of social media to find employment and promote yourself as a professional.



THE UNIVERSITY OF OPPORTUNITY